DOCUMENT RESUME

ED 212 348 PS 012 538

AUTHOR Gregg, Alison
TITLE Helping Children Develop Language: Programming for an Integrated Hearing and Hearing Impaired Pre-School Group. Australian Early Childhood Resource Booklets, No. 5, 1981.
INSTITUTION Australian Early Childhood Association, Inc., Watson.
REPORT NO ISBN-0-909860-39-4
PUB DATE 81
NOTE 20p.
AVAILABLE FROM Australian Early Childhood Association, Inc., Knox Street, Watson, A.C.T. 2602, Australia ($2.00).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Early Childhood Education; Foreign Countries; *Grouping (Instructional Purposes); *Hearing Impairments; *Language Acquisition; *Learning Activities; *Mainstreaming; *Program Development; Teaching Guides; Young Children
IDENTIFIERS *Australia

ABSTRACT

This Australian early childhood resource booklet offers guidelines for planning and implementing learning activities for an integrated hearing and hearing-impaired preschool group. A rationale for integrated grouping as well as discussions on (1) aims of the preschool language curriculum, and (2) a flexible approach to planning language curriculum learning activities are provided. Four representative units illustrating ways the language curriculum aims can be achieved are included. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212348

AUSTRALIAN EARLY CHILDHOOD RESOURCE BOOKLETS

No. 5, 1981

HELPING CHILDREN DEVELOP LANGUAGE: PROGRAMMING FOR AN INTEGRATED HEARING AND HEARING IMPAIRED PRE-SCHOOL GROUP

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PS 012538

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Crawshaw

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PUBLISHED BY
THE AUSTRALIAN EARLY CHILDHOOD ASSOCIATION INC.

AUSTRALIAN EARLY CHILDHOOD RESOURCE BOOKLETS are published five times each year, by the Resources Booklets Committee of the Australian Early Childhood Association Inc. (formerly the Australian Pre-School Association Inc.), Knox Street, Watson, A.C.T. 2602.

Committee Members:
Pam Body (Editor)
Penny Gorman
Simone Howells
Marg Kevin
Meena Koerner
Sue Rasic
Dalma Dixon

The purpose of the Australian Early Childhood Resource Booklets is to provide a forum for the publication of Australian information which will be a resource to people interested in young children.

Subscriptions to: Australian Early Childhood Resource Booklets
Australian Early Childhood Association Inc,
Knox Street,
Watson, A.C.T. 2602.

Yearly (5 issues) $6.50 including postage (1981)

This booklet was written by Alison Gregg who holds a B.Ed. degree in Early childhood education from Churchlands College, Perth. Her teaching experience reflects her interest in children with special needs. She has worked with Aboriginal children on a Reserve, with disadvantaged children in State Housing areas, and with deaf children at the Speech and Hearing Centre, Wembley. She is currently teaching at Queen of Apostles School, Riverton, while continuing postgraduate studies.

Photographs — Front Cover and Page 9 courtesy of West Australian Newspapers Ltd.

© Copyright 1981. All rights reserved by the Australian Early Childhood Association Inc. (formerly the Australian Pre-School Association Inc.). Material herein must not be reproduced in any form without the written permission of the Association. Registered for posting as a publication — Category B.

ISSN 0 156-0999
ISBN 0 909860-39-4

HELPING CHILDREN DEVELOP LANGUAGE: PROGRAMMING FOR AN INTEGRATED HEARING AND HEARING IMPAIRED PRE-SCHOOL GROUP

By the time that the average child with normal hearing has reached five years of age, he has already acquired a functional vocabularly and grasp of the grammatical structures of his mother tongue.

Normal children develop this facility with language without conscious effort; but it is rare indeed for a child with a severe or profound hearing loss to attain either an adequate vocabularly or the underlying grammatical base without intensive, specialist help.

Bro. G. McGrath, Principal of St. Gabriel's School for Hearing Impaired Children in Sydney, sums up the problem:

"We can't really say that we send deaf children to start *school*. Everyone else starts school work from the first day. But the deaf child can't do that. First he has to learn the language, learn the code — and this might take him till he's fifteen years old. But only then can he start school work in the sense that everyone else does. That's why language teaching is so important."

For the teacher of the deaf, two problems present themselves here. They are to do with long-term goals and short-term objectives. While it is true that, given a good hearing aid and auditory training, a child may develop sufficient skill to cope with communication with his peers at a superficially "normal" level, we must strive for something higher than that.

In the long term, a child will be disadvantaged if he has not acquired the skills needed to cope adequately with school work at primary and secondary level, and with conversation and the sharing of enjoyment and ideas at any level.

If this is our aim for the child, we must see that he masters not only the abbreviations and colloquialisms of the language of the playground and everyday situations, but also the vocabulary and the grammatical structure of the secondary school textbook and the technological manual.

We will limit the child's potential for future development if we do not set a long-term goal of providing him with sufficient skills to develop his capacity for abstract thought and manipulation of ideas in an academic setting.

In the short term, our aims must be to see that the child derives every ounce of meaning from his experiences, and that he develops sufficient language skill to describe them precisely.

A note of warning should perhaps be sounded here. Since the pre-school teacher plans her programme to foster the emotional, social, physical and cognitive development of each child, it may be thought that a normal pre-school programme with an enriched language input is all that is being advocated. But the nature of the children's hearing loss makes it clear that this alone is not enough.

A child may appear to "hear" and understand whole sentences quite well — yet still miss out on the basic concepts contained in them. It is relatively easy to teach a hearing impaired child lots of labels for things. His vocabulary becomes full of nouns, and he has no difficulty in pointing correctly to pictures of named objects, he can select one named toy from an array of five different toys, and he can carry out a simple instruction such as "put the book in the bag". But he may not hear "put the book *on* the bag" or — a more extreme example — he may not hear the difference between "the toast is on the fire" and "the toast is on fire". Yet the use an artical or preposition, or the tense of a verb, may alter the whole meaning of a sentence.

The teacher must be constantly aware of the danger of teaching only nouns, without giving adequate practice in hearing and using verbs, articles, prepositions, and other structure words. Nouns are easily taught and learnt, but prepositions and verbs are much less likely to occur "naturally", i.e., without programmed teaching, in a deaf child's conversation.

If it is accepted that a special, intensive programme for language development is essential for young hearing impaired children, how to set about it becomes the next question.

Education through experience, or the play-way method, are the traditional forms of pre-school education — and for good reason. Children of this age are not yet at the stage of logical operations. They need to try out, handle and explore materials in order to learn from them. They need to use their bodies to develop physical and perceptual skills, and they need to interact with others to develop positive self-concept and social skills.

While this is true over all areas of the pre-school programme, it is especially true of language teaching. Language must be functional, used in functional situations. There is little to be gained by teaching children to parrot off strings of words learnt by rote.

If one accepts Piaget's theory of cognitive development, one must accept that a child develops concepts through operations on (manipulation of) materials. If this manipulation provides the essential experience for developing schemas, it must also provide the essential experience for developing language; i.e., speech symbols for these schemas. But symbols are only effective if they encapsulate in a different form a meaning which is clearly understood. Without meaning, symbols are worthless; language has no point at all.

This alone provides sufficient reason for a functional, experimental approach to language teaching, giving each child opportunities of choosing his own activities and materials and his own companions to share them with.

In addition, there are benefits in heightened motivation and interest:

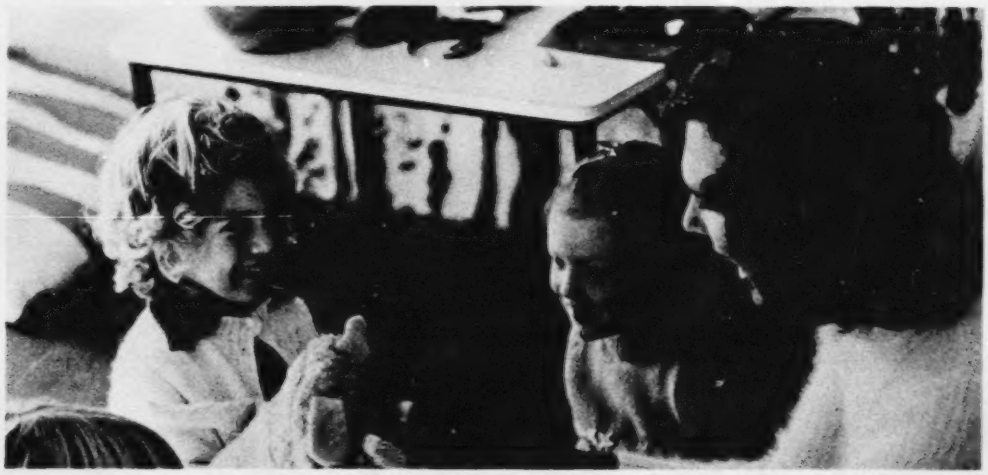
a) Sharing enjoyable experiences with other children provides strong motivation to learn to interact with others, and to learn and use the language needed for planning and co-operative effort.

b) It also provides strong motivation to learn and use the words needed to describe the experiences. If a child has been absorbed in an activity, he is much more likely to want to tell Mum and Dad and the rest of the family about it when he gets home.

c) Role-playing in an informal setting provides relaxed, spontaneous opportunities for developing speech and language. The pre-school programme provides dress-up clothes and a model home for children to act out family roles. A skilful teacher can set up the environment to stimulate children to use language spontaneously, at a much higher level than could be achieved in an artificial tutorial situation.

d) The introduction of novel objects and experiences is a sure way of eliciting a response from the children — especially if these objects provide for sensory experience. Even children without speech will respond readily to a new sensory stimulus, thus gaining the attention and interest that is necesary before language work becomes effective. Children who have achieved some language are stimulated to use it in response to the novel stimuli, and the motivation already exists to teach new words describing its feel, taste or other attributes.

The informal, experimental style provides the teacher with greater opportunities to tailor the program to suit the language needs of each particular child. She can provide objects (e.g., toy cars) that she knows will hold the interest of a particular child, and structure a lesson around them. This need not be done in a formal way — indeed, an onlooker may not even realise the significance of what he is hearing — but the teacher can use this situation to teach whatever language is needed. A child who is interested in cars may be delighted to describe them — 'Now the green one is coming over the hill. The red one is behind it. They are going over the bridge and round the corner ...' For another child, negotiating an obstacle course may be the preferred setting for the same language lesson: 'You're climbing over the top. Jenny is behind you. Now you're going over the bridge. You need to turn round the corner ...' In both cases, the child is actively engaged in manipulating an object — either toy cars or himself — and learning and using the language needed to describe it.



3

WHY CHOOSE AN INTEGRATED GROUP?

Once the decision is made to develop a language programme for hearing impaired children, the next question is whether or not to integrate with normal hearing children; that is, whether to develop the programme only for deaf children, or whether to include hearing children in the same group. It seems to me that the decision to take only hearing impaired children at the pre-school level smacks a little too much of old-fashioned, institutional thinking. It almost implies a judgement: these children are not normal, therefore they should be kept apart from normal children.

Equally, it seems merely a matter of common sense that hearing impaired children are more likely to want to talk if they have verbal children all around them. They are likely to want to play (and to engage in the verbal communication that goes with it) if they are stimulated by verbal, sometimes noisy children. Parents of deaf children — and teachers too, it seems — tend to over-protect young deaf children. They anticipate and reach out to meet the child's likely wishes before the child has really thought out, much less asked for, what he wants. In this over-protective environment, the child may have no need to develop verbal communication at all. But other children are likely to bring him back to reality. In their company the deaf child will soon find that saying what he needs is a much more efficient way of having his wants satisfied. At the same time, he is also learning to appreciate being part of a group, and accepted as such. In my experience, no rejection of children on account their deafness has been encountered. Indeed, young children often put adults to shame in their unquestioning acceptance of individual differences. They find no difficulty in accepting that some children have not yet learned to talk — many of them have younger siblings, and they understand that language development is not an instantaneous process.

On a different level, an integrated group is preferred because it gives hearing impaired children greater opportunity to hear the rhythms and cadences of normal speech. A hearing impaired child may not pick up all the individual sounds of the greeting 'Hello John. How are you today?', but he soon recognises the overall rhythmic pattern and intonation. In the past, hearing impaired children attending special schools for the deaf often developed reasonable facility in language, but the unnatural rhythms and intonations of their speech stood in the way of easy communication with people with normal hearing. Having the deaf child surrounded by normal hearing (and talking) peers in an integrated pre-school group may go some way towards establishing normal-sounding pitch and rhythmic patterns.

A final question remains: If integration is to be preferred for hearing impaired children, what is its effect on normal hearing children? Are there either advantages or disadvantages for them? Will hearing children either gain or lose from the specific language orientation of the programme? On balance, it seems that they must gain. Children in their fourth year are still in the process of acquiring language. For them, it is simply a part of the learning that takes place in a stimulating and enjoyable pre-school program. It is my firm belief that it is the duty of the teacher to devise activities that will make each child *want* to take an active part in whatever the teacher has decided is an educational priority for him. If she believes that — for example — learning words to describe position in space is a priority, then she must devise a game that will involve manipulating objects and describing where they are. The hearing child will enjoy these activities as much as the hearing impaired child. For the hearing child, this may simply be revision and enjoyable practice of vocabulary and structures already learnt; for the hearing impaired child, it may be crucial (but enjoyable) new learning.

Morag Clarke, Principal of the Birkdale School for Partially Hearing Children, asserts that deaf children learn best through the "natural oral" method, i.e. learning through speech alone without the help of finger-spelling or other artificial aids.[2] She says that children must be exposed to natural speech in functional situations, open to as many contextual clues as possible. They should be free to observe the speaker's gestures, facial expression, body position — anything that will help give some information about the verbal message being delivered. This is the same argument for multi-sensory input that was postulated by Julia Solomon in *Learning to Think* (1972)[3] as the basis for all pre-school progams. Solomon takes her position directly from Piaget's work on child development. Following on from Solomon's work, it seems clear that the multi-sensory opportunities needed by hearing impaired children are little different from the needs of the normal hearing child.

The opportunities for whole body movements, sensory experiences, representations through models, puppets and pictures, and mime and role-playing are as important for the hearing children as for the hearing impaired. For my integrated group, I run the same kind of program that I would for normal hearing children, but with extra emphasis on language development. In any group, I would need to plan for each individual child; in an integrated group, some needs are simply more predictable. It is not a case of leaving out some things to make time for language work, or of changing the basic objectives of the program. Those objectives remain — to develop each child's capacity in the areas of physical, social, emotional and cognitive development to the fullest extent. In my program, neither the hearing nor the hearing impaired children are 'missing out': I plan for them equally, but with an extra emphasis on language development, which can only benefit them both.

: THE LANGUAGE CURRICULUM

The aims of the language curriculum can be stated as follows:

a) To introduce, and give children practice in using, a wide vocabulary in function settings.

b) To introduce, and give children practice in using, a wide variety of speech forms — e.g., story-telling, rhymes and songs, giving and asking for information, framing and answering questions, giving and responding to directions.

c) To develop the children's abilities to use language to recount their own and others' experiences. (This, of course, involves developing the children's abilities to manipulate temporal sequences in correct language forms, i.e. to use correct tenses, to organise events in correct sequence.)

d) To develop the children's abilities to use language for abstract reasoning, e.g. to build hypotheses, to make inferences, to predict future actions.

e) To develop the children's abilities to use socially accepted forms of language, both as a matter of courtesy and as a substitute for physical aggression.

f) To develop the children's rhythmic, auditory discrimination, and other perceptual abilities as an aid to learning language, speech and, eventually, reading.

One of the major difficulties besetting those who attempt to design curricula for early education becomes apparent almost immediately: this is the interrelation of so many different aspects of learning within the one experience or activity. The skilful teacher decides on her priorities for learning for the group and for individual children, and equips herself with a range of resources and strategies to promote these learnings. She is then able to capitalise on whatever presents itself as a learning situation; relying not only on the planned experience, but also turning the unplanned, fortuitous happening to good account. This kind of flexibility of approach may perhaps best be illustrated by an example taken from my own group:

> One child discovered a frog in the wet sand of our sand patch. The discovery engendered so much interest that soon the whole group had gathered around. The following discussions ensured:
>
> Where had the frog come from? Why did it come to our sand patch? What would we need to provide to keep it in the pre-school? Why would it need the things suggested (e.g. water, a cover over the container)? What would we feed it on? How would it eat the food? Why did it have such long toes? How are they different from our toes? Could it always stay in the pre-school? What should we do with it?

These questions obviously involved far more than the mechanical 'What colour is it?' type of question and answer that for too long characterised education for deaf children. Here, the children's curiosity was aroused by the appearance of the frog. The questions they posed and answered were relevant to their interests at the moment. Quite naturally, they began to answer abstract questions (Why are his toes different from ours?) and form hypotheses (What would we need to keep him in the pre-school?).

The children's continuing interest was the catalyst for further learning activities. A music/movement session followed, with the children responding to different tambourine beats to show how a frog hops, and how he swims. (This involved the children in imaginative movement requiring balance, co-ordination, auditory discrimination, and response to auditory signals.) At a later stage, the group enjoyed learning and acting out the traditional counting rhyme "Five little froggies sitting by a well".[4]

The interest engendered by the chance discovery of the frog held the children's attention for several days. A frog puppet and picture books and stories about frogs were left available for free use by the children, and *Five Little Froggies* was frequently requested as a group activity. Playing out this rhyme involved the children in visual, auditory and kinaesthetic input; gave them a strong rhythmic beat to respond to; helped teach the concepts of 'down', 'high' and 'low' (since each word was accompanied by whole body movement to illustrate its meaning); gave the children practice in 'taking turns' and 'sitting in a row' — both difficult concepts for children of this age; and, finally, helped develop number concepts.

Each of these learning aspects follows directly from the aims listed at the head of this section, and each could have been programmed directly into an individual planned experience. But the fortuitious discovery of the frog, together with a clear understanding of the programmed aims for the children, allowed them all to be combined in one meaningful activity.

I have recounted this episode at some length because I believe it illustrates two of the key overriding considerations for implementing the curriculum:

a) The staff should be sensitive to the learning possibilities inherent in every situation as it arises, and provide maximum language content to capitalise on it.

b) Multi-sensory input is of crucial importance for children of this age, especially those with hearing impairment.

The inclusion of music and movement in a program for deaf children frequently occasions surprise, yet it is a vital component of my work. The hearing impaired children do receive some auditory input and quickly learn to discriminate a rhythmic beat, especially if it is played on tambourine, drum or electronic organ. They do this either through sound, through vibration (their feet on the floor or hands on the instrument), from watching my hand, or from copying the response of other children — or from a combination of all of these. In any case, the pattern is soon established and the hearing impaired children join in with enthusiasm and creativity.

Music, movement, the use of pictures, puppets and models all become of vital importance when it is realised that children of this age need to experience sensations and processes in a variety of ways, before they are able to manipulate them at the symbolic (linguistic) level. They engage in repeating sequences of events through whole body actions; or in action songs; or by manipulating models or pictures or feltboard cutouts. When I introduce the song *Incey wincey Spider* for the first time, I show the group a picture of a spider and draw the events of the song in serial form on an easel. The children's hand movements (which give good practice in manipulation and fine motor skills) follow the sequence of the song. The combination of visual and kinaesthetic clues supplements the auditory input so that even the most severely hearing impaired children are soon able to participate with understanding and enjoyment.

These remarks on implementing the program are meant by way of preface to the curriculum itself. Since it is clearly beyond the scope of this booklet to present an entire detailed outline for the year, I have selected some representative units to illustrate ways in which the stated aims can be achieved.

My method of planning is this:

a) Identify the needs of individual or the group for specific language learning.

b) Select specific learning objectives to be achieved.

c) List resources and strategies to achieve these objectives.

d) Evaluate — record the children's response, and re-plan if necessary.

e) Build succeeding units on this basis.

It will be apparent that this scheme is both structured and flexible. It allows for a unit to be continued for as long as necessary — over several weeks, or longer — with logical extensions into related areas. The teacher's role, whatever the unit may be, is to be aware of the objectives and resources for implementing them, and to seize on the 'teachable moment' in every situation — both to give language input and to elicit expressive language from the child.

Unit 1 — Introductory Program

Aim: To introduce children into the pre-school situation, giving them the language needed to make a comfortable and happy adjustment to it.

Specific Objectives:

i) To have children recognise and use their own and each other's names, and the names of staff.

ii) To introduce, and give children practice in using, the names of pre-school equipment and furniture.

iii) To develop the children's abilities to ask for what they need in the pre-school.

iv) To develop each child's feeling of belonging to a group, through shared experiences such as listening to stories, and learning and singing action songs and finger plays.

v) To develop each child's acceptance of kindergarten as a happy and welcoming environment, where children are encouraged to talk freely to each other and to staff members — since staff members will always be interested in their conversation.

Resource: Standard kindergarten equipment, including areas for dramatic play, painting, water play, etc.; a book corner equipped with picture books, puppets, cushions and stuffed toys, including a big, happy-faced 'Humpty Dumpty's doll. Big coloured photographs, study prints of children at pre-schools pinned at child's eye level.

Strategies:

i) Welcome and farewell each child individually by name every day.

ii) Introduce children to staff members by name. Have the children repeat staff names every day in a game situation.

iii) Play the 'wrap-up' game [5] (based on Solomon, 1976, p. 119). Children sit in a circle and shut their eyes. Teacher selects one child to stand up and be wrapped completely in a sheet. Children open eyes and guess who is in the parcel. Teacher gradually uncovers the mystery child (starting from the feet) until the whole child is exposed and recognised by name. This game provides opportunities for discussion about body parts, clothes, colours, etc., as the child is being 'unwrapped'. Game is repeated with other children being parcels. Staff members should be included among those to be 'wrapped'.

iv) Play 'Show Humpty Dumpty'. Children sit together on mat. Teacher asks each child in turn to take the 'Humpty Dumpty' doll to show him where to go if he wants to do a painting, where to read a book, where to find a toilet, where to go if he wants to dress up, etc. This can be extended to introduce and/or revise specific name labels, e.g. 'show Humpty Dumpty the painting easel'. 'show Humpty Dumpty the bookshelf', 'the fruit table', 'the gluing brush', etc. Note—in each of these games, there is no pressure on the child to be 'right'. It is a simple matter for the teacher to guide the child gently to ensure he carries out the directions in an acceptable manner. Then the rest of the group confirms his correct choice. After the game is well-established and understood, it can be introduced again with children taking turns to act as 'teacher', giving directions for others to follow.

Continue these and similar activities until all children can demonstrate that they recognise and respond to the names of children and staff, and of pre-school equipment and furniture. As soon as most of the children are familiar with, and comfortable in, the situation, specific vocabulary teaching can be directed just to those who have yet to learn the names and question forms they need, i.e. those who still call staff members 'teacher' rather than by name; those who cannot find, or cannot find the words to ask for — for example — more painting paper.

Unit 2 — Aim: To Teach Children Language Needed for Social Relationships

Specific Objectives:

i) To teach children to use language, rather than physical aggression, to achieve ends.

ii) To teach concepts of 'taking turns' and 'go to the end of the line'.

Resources: As in Introductory Unit.

Strategies:

i) Model acceptable ways of asking for equipment (e.g. 'May I have that block please?) rather than snatching it. Demonstrate how to ask for, and how to respond to, a request for a toy or other object. Explain to each child that asking correctly provides a much simpler form than physical aggression for getting what you want. Teach each child individually the form of words he needs to cope with the immediate situation. Respond to the hearing impaired children only when they make some attempt at verbalising — make it clear that loud disruptive noises or physical violence will not be rewarded by the teacher responding to the problem. (Note — this is not, of course, to imply that physical violence will be condoned. Rather, the teacher should make it clear that it will not achieve the desired ends under any circumstances.) Remind children who appear likely to engage in physical aggression of the form of words they need to use. Make sure one child asks, and the other responds, in a reasonable manner — helping to work out a compromise between the two, if need be.

ii) Model 'my turn/your turn' on 1:1 basis with child. Continue until child can carry on this activity with little prompting. Remind children who are likely to be disruptive that 'their turn' will come soon. Put a time on turns if necessary.

iii) Using blocks and a cushion, set up model plank, trestles and jumping bag, and a collection of stuffed toy animals to wait in line for a turn to jump. Children sit grouped on mat in front of model jumping activity. One child arranges all animals into a line (queue) to wait their turn. Teacher selects one child to nominate whose turn it is to jump (i.e. who heads the line), then child moves this animal along the plank, 'jumps' it off onto the cushion, and replaces it at the end of the line to await its next turn. Repeat until all the children in the group have had a turn. The child moving the animal should, of course, give a running commentary on what is happening, thus giving plenty of opportunity for reinforcement and repetition of language forms. The visual and kinaesthetic inputs help to reinforce the language that the child hears; while the activity itself holds enough intrinsic interest to engage the child's full attention. This use of the child's interest as a motivating factor for learning is perhaps the biggest difference between the over-learning/drill/repetition style of the old school of deaf education, and the functional approach of the new.

Unit 3 — Aim: To Help Each Child Develop a Positive Self-Concept

Specific objectives:

i) To develop each child's body awareness.

ii) To develop each child's awareness of himself as someone who can do things.

iii) To introduce, and give children practice in using, the vocabulary and language forms needed for the above.

Resources: Standard pre-school equipment, including, especially, materials for painting, gluing and drawing; climbing and jumping; dough play and cooking; spatter painting equipment and templates of people shapes; felt cutouts of body parts and facial features; coloured paper cutouts of facial features.

Stories: *Three Bears;* instant puppets of *Big Smooth and Little Rough; Gingerbread Man* story book and feltboard set; *Little Black Sambo* book, feltboard set, doll with real clothes. Also, a selection of other self-identification stories, e.g. *Davy's Day;* the Bowmar *Me* book; *The Very Little Boy; Emma Quite Contrary* (see Reference list).

Songs: *Let Everyone Clap Hands with Me.*
Heads, Shoulders, Knees and Toes.
Jack-in-the-Box.
Wheels of the Bus.
Open, Shut Them.
Punchinello.

Strategies:

The following comprise only a small selection of available strategies to implement the objectives. In every case, it is the teacher's use of language and her success in eliciting language from the children in the on-going situation that will determine its effectiveness in achieving the objectives.

Strategies (a): For awareness of whole body and self as someone who can do things

i) Draw around child's outline on large sheet of paper on floor, naming body parts, and asking child to name own body parts as he feels you drawing around him. Later, child paints or glues textured materials within completed outline. Activity gives opportunity for tactile sensation, language to describe body parts and clothes, and child's recognition of own self image.

ii) Repeat same activity with chalk on concrete, or model child's out from damp sand in sand patch. If sand patch is big enough, children can compare each other's image.

iii) Give children a running commentary on their actions in negotiating climbing apparatus or obstacle course. Make up chants to include each child's name and actions, e.g. (to the tune of *Frere Jacques*), *Jason's jumping, Jason's jumping, he's jumped off, he's jumped off; Now it's time for Jessica, Now it's time for Jessica; Jessica's turn, Jessica's turn.* It's a simple matter to devise rhythmic chants including the children's names as an accompaniment to almost any activity, but rhythmic movements such as bouncing, swinging, jumping lend themselves particularly well to this technique. later, children can be encouraged to sing their own actions in the same way.

iv) Encourage children to dress up in a variety of clothes, looking at, and commenting on, own image in a full-length mirror.

v) Spatter painting over a variety of people shapes. Encourage children to talk about the pictures they have made. Who are the people? What are they doing? What are they saying to each other?

Strategies (b): For awareness of **body parts**

i) Making wet hand and foot prints on concrete, and describing them.

ii) Making hand and foot prints in paint on paper, and describing them.

iii) Singing action songs as group activity.

iv) Following directions with regard to body parts — e.g. put hands on head, on knees, on feet. Later, add more complexity e.g. Can you find a way to move along with only two hands and one foot on the floor? With just your tummy and your hands on the floor? Or, can you put one hand on your ear? Can you put it on the other ear? (Crossing the midline). Now, can you touch your elbow to your knee?

v) Can you do what Humpty does? (Teacher uses stuffed toy to demonstrate body movements — children copy movements.)

vi) Play Punchinello, with one child demonstrating original actions, others copying.

vii) Making models of self using cutout clothes shapes, glued on to paper to make basic outline. Children draw in all the body parts they need to make a picture of themselves. If they are unsure what is needed, teacher gently pinches or shakes the child's own arm or leg, for example, to draw attention to the part missing from the picture. Teacher asks *What's this? How could you walk along if you didn't have this?* Teacher should aim to help child discover for himself all the parts he needs, naming them as he does so.

viii) Making popstick puppets using cardboard circles for faces, and placing cutout facial features in correct position. Again, the teacher aims at helping the child to discover for himself what features are needed and how to arrange them. The same strategy is used with placing feltboard or jigsaw puzzle pieces correctly to make a body. obviously, the learning is enhanced in each case if the child describes his actions as he completes the set.

ix) Telling stories. Each of the stories can be used for the simple enjoyment that it gives; for the language that it introduces; for the listening skills that its telling will require from the children; for the opportunities for children to identify with the characters in the story; and for the opportunities available to the children to re-tell the stories at a later time.

Unit 4 — Aim: To introduce, and give children practice in using vocabulary related to cooking and eating pancakes

Specific Objectives:

i) As above.
ii) To develop children's abilities to recall and re-tell a sequence of events.

Resources: Ingredients and equipment required for cooking and eating pancakes; study prints of kitchen and cooking equipment and of people cooking and eating; *Little Black Sambo* book and feltboard set.

Strategies:

Introduce this activity when children are already familiar with *Little Black Sambo* story. Gather all ingredients and equipment needed on large, low table, surrounded by sufficient chairs to accommodate the entire group. (While there is no compulsion for all children to join in this activity, it provides sufficient intrinsic motivation that they all do.)

Begin by having children recall the story to arrive at the point of eating pancakes. Explain that we are going to cook and eat pancakes today. Involve children at every stage of cooking activity — in measuring and sifting flour, breaking eggs into the bowl, stirring with a spoon, beating with a hand beater, melting butter and cooking. Use every opportunity to gain and give maximum language related to sensory experience — children can feel flour between their fingers, smell the ingredients and the melted butter — as well as describing their own actions in sifting, stirring, beating, pouring, etc. There will be opportunities to learn and repeat the names of kitchen utensils — bowl, beater, frypan, etc. — as well as of processes, e.g. breaking eggs, getting hot, changing colour, turning brown, etc. One expedient method of reinforcing language, while at the same time ensuring that everyone has a turn at helping, is to sing a commentary to the tune of *Here We Go Round the Mulberry Bush*. The children sing *This is the way we sift the flour, sift the flour ... to make it nice and smooth.* When the song is finished, the sifter is passed to the next child, to begin the process all over again.

The *I Like Pancakes* clapping song is another useful device for reinforcing language while holding everyone's attention. Children sing and clap *I like, I like, I like pancakes; We like, we like, we like pancakes; I like, I like, I like pancakes; We all like pancakes.* The syncopated rhythm of the last line provides a challenge that most children enjoy. When the song is well known, it can be varied by singing children's names in lieu of "I like' or 'We like'. Each child starts to join in clapping only when his name is sung.

The end product of the whole activity is, of course, eating the pancakes — giving still more opportunity for language to describe their taste, smell and texture, and to practice social courtesies, e.g. 'May I have another one?', 'Pass the plate to me, please.'

Having the children act out the whole process is a final means of reinforcing the children's learning of the cooking sequence and the language to describe it. Teacher asks the children to recall the ingredients and the process of making pancakes. When this has been fully discussed, she says that she is going to pretend that the children are the pancake mixture, and she will make them all into pancakes. They are all huddled together in the mixing bowl. She will sift the flour on top of them — here it comes. Now, she will stir them up with the eggs and the rest of the flour. Now she is stirring. (Children move slowly round in a circular motion.) They are getting well stirred. She can now add the milk to make the mixture runny, and beat it fast with her beater. (Children move quickly.) She stops to check if they are mixed enough. (Children stop.) No, more mixing is needed. (Children move quickly again.) Finally, they are mixed enough, and she lifts them out by spoonsful onto the hot frypan. They start to spread (children spread out arms and legs) and bubble. Teacher turns them over. Soon, she lifts them out onto a plate, sprinkles them with lemon juice and sugar, and rolls them up ready to eat. Delicous.

This may sound simple in the extreme, but for three year olds, it is the best part of the whole activity — next to actually eating the pancakes, of course. It is an enjoyable and exceedingly effective way of learning processes and vocabulary. The children's recall and re-telling of the sequence of events gives valuable experience in shifting the narration from the present to the past tense, and the kinaesthetic experience of acting it out is controlled by the teacher's spoken commentary.

It will be apparent that it is the teacher's *use* of any situation that makes or breaks it as an effective vehicle for language learning. Joan Tough makes the point that the best program is not necessarily the one in the most affluent surroundings, with the most plentiful, expensive equipment.

The program that is best for language learning must be the one where the teacher is fully aware of her objectives, and able and willing to seize whatever opportunity arises to implement progress towards those objectives. She will set up specific experiences and activities — such as those listed above — but she will not limit herself to pursuing the aims only in the manner and the sequence listed in the program book. A combination of skill, experience, knowledge of child development, and sensitive understanding of each child's needs is essential. Given these, it is indeed possible to devise and carry out a program that will enhance the language skills of hearing, and hearing impaired, young children alike.

REFERENCES:

1. Language In-Service course, Mt. Lawley CAE, August 1979.
2. In-Service course for Teachers of the Deaf, Cottesloe School for Partially Hearing Children, August 1979.
3. Solomon, Julia: *Learning to think* (Perth, Child Study Publications, 1972)
4. Matterson, Elizabeth: *This little Puffin: Finger plays and nursery games* (Harmondsworth, Penguin, 1969)
5. This and other activities based on ideas from Solomon, Julia: *Encounters: A resource schedule for early childhood* (Perth, Child Study Publications).
6. Touch, Joan: *Focus on meaning* (London, Allen and Unwin, 1973)

CHILDREN'S BOOKS AND TEACHERS' RESOURCE MATERIAL

Bannerman, Helen *Little Black Sambo* (Lond., Chatto & Windus, 1973).

Clune, Beth and Ramsey, Helen *Me* (glendale, Bowmar, 1968).

Jaynes, Ruth and Mandlin, Harvey *Do You Know What?* (Glendale, Bowmar, 1967).

Krasilovsky, Phyllis *The Very Little Boy* (Lond., Worlds works, 1963).

Lenski, Lois *Davy's Day* (Lond., O.U.P., 1971).

Southgate, Vera *The Gingerbread Man* (Loughborough, Wills and Hepworth, 1966).

Wolde, Gunilla *Emma Quite Contrary* (Lond., Holder and Stoughton, 1974).

Wolde, Gunilla *Thomas and Sarah Dress Up* (Lond., Hodder and Stoughton, 197[illegible].
Matterson, Elizabeth *This Little Puffin: Finger Plays and Nursery Games* (Harmondsworth, Penguin, 1969).

Solomon, Julia *Encounters: A Resource Schedule for Early Childhood, Level I* (Perth, Child Study Pub., 1976).

Printed by Canberra Publishing and Printing Co.